R E P O R T R E S U M E S

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A PILOT STUDY OF PERSONALITY FACTORS RELATED TO OCCUPATIONAL ASPIRATIONS OF NEGRO COLLEGE STUDENTS.

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AN EXPLORATORY STUDY WAS MADE ON OCCUPATION-RELATED BEHAVIOR TRAITS OF NEGRO COLLEGE STUDENTS. CERTAIN PERSONALITY CORRELATES OF THE OCCUPATIONAL ASPIRATIONS AND SUCCESS EXPECTANCIES WERE EXAMINED. SUBJECTS WERE 70 MALE AND 30 FEMALE STUDENTS AT HOWARD UNIVERSITY. THE PERSONALITY VARIABLES WERE MEASURED BY THE TEST OF INSIGHT, TEST ANXIETY QUESTIONNAIRE, AND A SELF-RATING QUESTIONNAIRE. OCCUPATION-RELATED DATA WERE OBTAINED BY QUESTIONNAIRES. THE RESULTS INDICATED THAT (1) MOTIVATIONS FOR SUCCESS AND FOR AVOIDING FAILURE WERE NOT RELATED TO REALISTIC OR UNREALISTIC ASPIRATIONS, (2) MIDDLE-CLASS MALES AND FEMALES, AND WORKING-CLASS FEMALES ASPIRED TOWARD OCCUPATIONS WHICH HAVE BEEN TRADITIONALLY OPEN TO NEGROES, (3) WORKING-CLASS MALES ASPIRED TOWARD TRADITIONALLY CLOSED OCCUPATIONS, AND (4) MALE SUBJECTS, OTHER THAN MIDDLE CLASS MALES, HAD LOW EXPECTANCY OF OCCUPATIONAL SUCCESS. (RS)

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FINAL REPORT

A Pilot Study of Personality Factors Related to Occupational Aspirations of Negro College Students, FINAL REPORT

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Abstract

Certain personality correlates of the occupational aspirations and the occupational success expectancies of seventy male and thirty female undergraduate students at Howard University were examined in an exploratory study of occupation-related behavior of Negro college students. The personality variables were: (a) motive to achieve success; (b) motive to avoid failure; (c) social class identification. Motivation to achieve success was assessed by means of content analysis of subjects' responses to the Test of Insight, motive to avoid failure was measured by the Test Anxiety Questionnaire, and social class identification by responses to a self-rating questionnaire. Occupation-related data were obtained by means of questionnaire.

Occupational aspirations were treated as being: (a) realistic or unrealistic depending upon the subject's previous academic performance; (b) traditionally open or traditionally closed depending upon whether or not an occupation had been one in which a significant number of Negroes had been employed in the past.

Results indicated that: (a) motivation to achieve success and motivation to avoid failure were not related to the realistic or unrealistic qualities of occupational aspirations as had been hypothesized; (b) middle class identifying male and female subjects and working class identifying female subjects aspired to traditionally open occupations whereas working class male subjects aspired to traditionally closed occupations; (c) weak motivation to achieve success was associated with

having a low expectancy of occupational success among male subjects; (d) strong motivation to achieve success was associated with high expectancies of occupational success among middle class identifying male subjects who aspired to traditionally open occupations.

Certain implications for educational policy are pointed out.

Introduction

A substantial amount of research has clearly demonstrated that the achievement-related dispositions of achievement motivation (n Ach) and motivation to avoid failure (f Fail) are related to risk-taking behavior (Atkinson, 1957; Atkinson, Bastian, Earl, & Litwin, 1960; Littig, 1959; Littig, 1963b) and to related aspiration phenomena (Burnstein, 1963; Crockett, 1962; Littig, 1963a; Littig & Yeracaris, 1965, Mahone, 1960). These studies suggested the possibility of conducting pilot research on occupational aspirations of Negro college students to assess the possibility that the occupational aspirations of Negro college students are related to individual differences in n Ach and f Fail given the assumption that Negro college students would be particularly sensitive to their probabilities of entering into the various levels of the occupational status hierarchy. The issue, then, was whether or not individual differences in these achievement-related dispositions had significant implications for occupation-related behavior of Negroes in view of the fact that Negro college students have had to face an essentially hostile job market and, therefore, that their career-related behavior is affected by personality in the context of limited opportunity.

The dependent variables of the study were the stated real and ideal occupational goals of a sample of Negro college students. The real occupational goal is the occupation that the subject plans to have in the future whereas his ideal goal is the occupation the subject believes he would most like to have. This distinction was made to explore the possibility that marked differences ixist between the real occupational

world and the fantasy occupational world of Negro college students.

Among the variables that were examined in relation to these occupational goals were sex of subject, n Ach and f Fail, social class identification[1] and expectancy of attainment of occupational goals. It was thought to be desirable, despite the exploratory quality of the research, to approach the relationships of n Ach and f Fail to occupational behavior from the point of view of hypothesis-testing. Mahone (1960), following Atkinson's (1957) theoretical discussion of achievement related motivation and risk-taking behavior, describes individual differences in level of occupational aspirations as a function of individual differences in n Ach and f Fail, especially the latter. He reports that subjects in whom n Ach is assumed to be stronger than f Fail have "realistic" levels of occupational aspiration and subjects in whom f Fail is stronger than n Ach have "unrealistic" occupational aspirations. Realistic and unrealistic refer to aspirations that the subject has a reasonable chance of attaining and to aspirations that the subject has either a very high or a very low chance of atteining respectively. Mahone's research was carried out in a large midwestern university with a predominantly white student body. Based upon the assumption that Negro college students have a different relationship with the job market than white college students, it was hypothesized that the Negro college students would also show realistic and unrealistic patterns of occupational aspirations and that these patterns would be related to (a) their achievement-related motives of n Ach and f Fail, (b) their past performance, i.e., their academic standing, and (c) the assumption of a perception of a lower probability of success in the

job market.

Method

Subjects.--The subjects of the research were 70 male and 30 female Negro undergraduates enrolled in introductory psychology at Howard University. All subjects were upperclassmen, the median academic status being Junior.

Instruments.--Achievement motivation (n Ach) was assessed by content analysis (Smith & Feld, 1958) of the Test of Insight (French, 1958). Fear of failure motivation (f Fail) was assessed by means of a short form of the Test Anxiety Questionnaire (Mandler & Sarason, 1952). Real and ideal occupational aspirations, expectancies, and related information were obtained from the Questionnaire on Vocational Goals of University Students. The instruments are reproduced in Appendix I.

Procedures.--The Test of Insight, the Test Anxiety Questionnaire, and the Questionnaire on Vocational Goals of University Students were administered, in that order, to the subjects during a regularly scheduled class period. The Test of Insight was coded for n Ach and an intercoder reliability of .84 was obtained. To avoid negative n Ach scores the category of Unrelated Imagery in the n Ach scoring system was assigned a zero value rather than the conventional value of minus one. Thus, only zero and positive total n Ach scores were assigned to subjects. This was done because of the relatively small amount of achievement inagery present in the subjects' protocols.

Results and Discussion

Twenty-four male and 19 female subjects obtained n Ach scores greater than zero. These subjects were considered to be high in n Ach. The remainder (46 males and 11 females), all of whom obtained scores of zero, were considered to be low on n Ach. The finding of a relatively low incidence of n Ach among Negro males was not anticipated as previous research (Veroff, Atkinson, Feld, & Gurin, 1960) employing a nationwide sample reported little difference between white and Negro males. The median score on the Test Anxiety Questionnaire was 32 for both male and female subjects. Subjects scoring at or above the median were assumed to be high on f Fail motivation and subjects scoring below the median were assumed to be low in f Fail motivation. The distribution of subjects by type of motivation appears in Table 1. Fifty-one subjects were thus

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Insert Table 1 about here

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considered to be high in f Fail and 49 subjects were considered to be low.

Motivation and occupational aspiration.--The dependent variable of this research, occupational aspirations, produced virtually no variance in terms of the occupational status hierarchy (National Opinion Research Center, 1953). When the subjects' real occupational aspirations were classified according to the Dictionary of Occupational Titles (1949) it was found that 63 (90%) of the 70 male subjects aspired to professional occupations, three aspired to semi-professional occupations, two aspired to managerial occupations, and two aspired to military careers. Furthermore, 59 (84%) of the male subjects indicated that they planned to go on to either a professional school or to a graduate school. The same pattern

was present among the female subjects. Twenty-eight (93%) of the female subjects aspired to a professional occupation and two aspired to a semi-professional occupation. Twenty-seven (90%) of the female subjects indicated that they planned to attend a professional school or to go on to graduate school. In View of the lack of variability in occupational aspirations it was decided that it would make little sense to test the hypothesized relationships between motivation and aspirations by ordering the occupational aspirations of the subjects in any kind of status hierarchy since all subjects aspired to occupations which were rather clearly at the upper end of the hierarchy. Instead, it was decided to approach the problem by relating the realistic quality of the subject's aspiration to his previous academic performance. Subjects with cumulative grade point averages of 2.00 (an overall passing level) and above were considered to have realistic objective probabilities of attaining their occupational goals whereas subjects with grade point averages below 2.00 (a failing level) were considered not to have realistic probabilities of attaining their occupational goals[2] Table 2 presents the distribution of subjects by achievement-related motivation and real occupational aspiration[3] It is apparent, from the distribution of subjects in Table 2,

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Insert Table 2 about here

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that no systemmatic relationships exist between n Ach, f Fail, and the realistic or unrealistic quality of the males subjects' occupational aspirations. There is a tendency for female subjects in whom n Ach is strong to aspire to realistic occupations when compared to female subjects in whom n Ach is weak but the relationship is very tenuous (X^2 = .57,

$df = 1$, $p > .10$). If this procedure is accepted as an adequate test, it must be concluded that the occupational aspirations of these Negro subjects do not resemble in any marked degree the pattern predicted from Atkinson's (1957) model. It appears that, unlike Mahone's sample of white college students, the occupational aspirations of these subjects are being influenced by other factors and that these other factors are potent enough to conceal any effects which the achievement-related motives might have had.

Due to the substantial lack of hierarchy-related variety among the occupational aspirations of these subjects, it was decided that approaching the problem of the relationship between personality and occupational aspirations of Negro college students by treating occupations in a hierarchical fashion would be unproductive. It was decided, rather, to consider occupational aspirations in a simple dichotomous manner by assigning each subject's real and ideal aspiration either to a category representing occupations which have been traditionally open (TO) to Negroes or to a category representing occupations which have been traditionally closed (TC) to Negroes on the assumption that aspiration to TC occupations would represent a greater willingness to take risks than would aspiration to TO occupations. The TO category included occupations such as Physician, lawyer, dentist, minister, teacher, social worker; the TC category in illustrated by occupations such as nuclear physicist, psychologist, airline pilot, judge, architect, engineer. In addition to being distinguishable by their traditionally open or closed qualities, it is apparent that occupations in the TC category are ones in which it is possible to maintain professional relationships primarily with other Negroes whereas the TC occupations typically require the individual to relate to the larger

society. If the assumption is made that subjects who are stronger in n Ach are more willing to take risks than subjects who are stronger in f Fail, it may be hypothesized that strong n Ach will be associated with TC occupational aspirations and strong f Fail with TO occupational aspirations. This was not the case (Table 3). No trends were found within both real and ideal occupational aspirations which would support the hypothesis.

Insert Table 3 about here

Social class identification.--A distinction in subjects' perception of their family backgrounds was made. Subjects were asked to indicate whether their families were best described as being upper class, middle class, working class, or lower class. Upper and middle class responses were taken to indicate that the subject identifies both his family and himself with middle class values[4]. Twenty-nine male and 20 female subjects indicated that they were from upper or middle class families and they will be referred to as middle class (MC) subjects. Fourty-one male and 10 female subjects described their families as either working class or lower class. They will be referred to as working class (WC) subjects. The difference between male and female social class identification is statistically significant ($X^2 = 5.35$, $df = 1$, $p < .05$) with a majority of males identifying with the working class and a majority of the females with the middle class. As a working hypothesis, it was assumed that an MC identification was associated with internalization of middle class norms and that MC students would, therefore, exhibit greater conformity

in occupation-related behavior than WC students. The personal social class identification of the latter would, to some degree, be inconsistent with the mores and ethos of a largely Negro, middle class oriented university. Hence, it was predicted that MC students would aspire to TO occupations with greater frequency than WC students.

The variables to be treated in the remainder of this report, then, are five year real and ideal occupational aspirations, motivation, the traditional open or closed quality of occupations to Negroes, the social class identification of the subjects, and the subjects' expectancies of achieving their occupational goals. The last variable is described in detail later in this report.

Motivation, social class identification, and type of occupational aspiration.--Neither achievement motivation nor motivation to avoid failure were significantly related to social class identification, or to TO or TC occupational aspirations. There was a tendency among males for strong n Ach to be associated with WC identification ($X^2 = 2.26$, $df = 1$, $p < .20$). Seventeen (71%) of the strong n Ach males identified with the working class and 24 (52%) of the weak n Ach males identified with the working class. There was no relationship between f Fail and social class identification.

Social class identification and occupational aspiration.--Male MC subjects aspire to TO occupations and WC subjects aspire to TC occupations, as hypothesized, when asked to report their real occupational aspirations. When asked to report their ideal aspirations the MC subjects tend to shift to TC occupations with greater frequency than the WC subjects (Table 4). Differences are statistically significant for real aspirations ($X^2 =$

3.93, df = 1, $p < .05$) but not for ideal aspirations ($X^2 = 1.59$, df = 1, $p > .10$). The apparent preference of WC male subjects for TC occupations and the shift to an increased frequency of stated preference for TC ideal occupations among both MC and Wc male subjects has certain implications for social change. If increased support, both public and private, for the higher education of working class Negroes is made available, thereby supporting a group that appears to aspire to TC occupations, a much mpre broadly occupationally based Negro middle class could be created through an accelerated integration of TC occupations. This proposition is based upon the expectation that increased support for the higher education of WC Negroes would increase the proportion of college educated Negroes who would enter into occupations that traditionally have been closed to Negroes and, therefore, are occupations in which Negroes are substantially under-represented.

Insert Table 4 about here

No comparable relationships between social class identification and TC or TO occupational aspirations was found among female subjects (Table 4). However, when TC and TO aspirations of male and female subjects were compared within social class identification groups, MC male subjects and MC female subjects produced very similar patterns of real occupational aspirations, both aspiring to TO occupations (Table 5), whereas WC male and WC female subjects produced very different patterns. Working class male subjects aspired to TC occupations and WC females aspired to TO occupations ($X^2 = 4.78$, df = 1, $p < .05$; Table 5). The WC female aspiration pattern was similar to that of the MC male and MC female subjects. It

The implication is that priority should be given to male WC Negroes who seek support for advanced education in order to increase the proportion of Negroes in TC occupations.

Insert Table 5 about here

Similar patterns of occupational aspirations were present when the ideal aspirations of MC male and female subjects were compared (Table 6).

In both real and ideal occupational aspirations, then, WC identifying male subjects tended to aspire to TC occupations while MC identifying male and female subjects and WC identifying female subjects tended to aspire to TO occupations.

Change in aspiration from real to ideal occupation occurred only among male subjects but even among them shifts were infrequent (Table 4). All real to ideal shifts were from TO to TC occupations suggesting that males who aspire to real TO occupations also fantasize about TC occupations. Real to ideal shifts in kind of occupational aspiration approach statistical significance ($X^2 = 3.13$, df = 1, $p < .10$) for MC and WC male subjects combined.

Insert Table 6 about here

Motivation and success expectancies.--Atkinson's (1957) risk-taking model proposes that strong n Ach is associated with preference for options that have intermediate (i.e., around a 50% probability) expectancies of success and strong f Fail is associated with a tendency to avoid intermediate expectancies of success when skill and ability can be applied to the achievement of some goal. Subjects were asked to state the expectancies

they had of achieving their real and ideal occupational goals and these statements of their levels of expectancy of attaining these goals were categorized as low (.00 to .30), intermediate (.31 to .70), and high (.71 to 1.00). Atkinson's model suggests the possibility that subjects with strong n Ach might indicate that they aspired to occupations for which their stated expectancies of success were intermediate whereas subjects with strong f Fail might indicate extreme (either high or low) expectancies of attainment of real occupational aspirations. Table 7 presents the distribution of stated expectancies of success for each motivation type. It should be noted particularly that the preponderance of stated intermediate probabilities of achieving real occupational aspirations was associated with low n Ach and high, or strong, f Fail and this more obvious test of the hypothesized relationship between motivation and success expectancies failed.

Insert Table 7 about here

However, it has been argued that n Ach may increase subjective expectancies of success to a higher level than corresponding actual probabilities of success (Atkinson, 1957; Littig, 1959). The expectancy patterns of male subjects appear to be interpretable in terms of this kind of motivational biasing of subjective probabilities of success. When high success expectancies are compared with the combined low and intermediate success expectancies for the two groups of subjects with the theoretically most distinct motivation patterns (high n Ach-low f Fail and low n Ach-high f Fail), lower expectancies of successful occupational attainment are found to be associated with weak n Ach and strong f Fail (Table 8).

The difference is statistically significant ($X^2 = 5.02$, $df = 1$, $p < .05$) and was interpreted as supporting the hypothesis that motivational states influence expectancies of success and particularly that f Fail biases subjective probabilities of success downward.

Insert Table 8 about here

No strong motivation-related pattern of real expectancies was present among the female subjects (Table 7). The ideal expectancy pattern of male subjects (Table 8) was similar to their real expectancy pattern but the differences between high n Ach-low f Fail and low n Ach-high f Fail male subjects was not statistically significant ($X^2 = 2.09$, $df = 1$, $p > .10$). Female subjects tended to lower their ideal success expectancies in relation to their real success expectancies but the trend was very slight and was not related to motivation (Table 8).

Motivational correlates of success expectancies within social class identification.--When stated low (.00 to .70) and high (.71 to 1.00) expectancies of successful attainment of real and ideal occupational aspirations were compared within male and female MC and WC groups somewhat different motivation-related success expectancy patterns emerged. For purposes of this analysis f Fail, which in itself proved not to be significantly related to expectancies, was disregarded and motivation groups were distinguished simply as being high or low on n Ach. Table 9 presents the relationships between n Ach and expectancies of success for real and ideal occupational aspirations of male and female subjects. A strong tendency for low n Ach males to avoid the higher levels of expectancy of successful attainment of real occupational aspirations was

present (X^2 = 6.45, df = 1, p .02) whereas high n Ach subjects were fairly evenly proportioned between high and low expectancy. No statistically significant relationship was present for male subjects' ideal aspirations nor for female subjects' real or ideal aspirations. In these instances both high and low n Ach subjects avoided stating high levels of success expectancy.

When the groups were further divided into MC and WC identifying subjects it became apparent that it was the male MC identifiers who were supplying the major proportion of the high n Ach-high success expectancy subjects (Table 10). A statistically significant (X^2 = 7.94,

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Insert Tables 9 and 10 here

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df = 1, p .01) relationship within the male MC group between n Ach and success expectancy for real occupational aspiration was present. A similar but nonsignificant trend was present among female MC identifiers (Table 11). No systemmatic relationships were present for male or female WC identifying subjects for real or ideal aspiration espectancies nor among male or female MC identifying subjects for ideal aspirations.

Insert Table 11 about here

Motivational correlates of success expectancies within social class identification and traditionally open and closed occupational categories.-- A further refinement was achieved in this analysis by considering the distributions of subjects by whether or not they aspired ro occupations which were traditionally open (TO) or traditionally closed (TC) to Negroes.

When this was done it was apparent that the relationship between n Ach and success expectancies within MC identifying subjects is due primarily to the high success expectancies reported by MC male subjects who aspire to TO occupations (Table 12). The relationship within the MC-TO category between n Ach and expectancy is statistically significant ($X^2 = 5.59$, $\underline{df} = 1$, p .02). No other comparisons among n Ach, social class identification, real and ideal expectancies, and type of occupation to which male or female (Table 13) aspired produced substantial trends and none of them was statistically significant.

Insert Tables 12 and 13 about here

The intention of a pilot study, such as this one, is the exploration of the possibility of the existence of systemmatic relationships among a variety of variables. It would be inconsistent with this intention, and with the data, to offer extensive interpretations or speculations whenever relationships appear. What is clear from this exploratory study is that research on correlates of occupation-related behavior among Negro subjects will be fruitful. It seems abundently clear ob the basis of these exploratory data that personality factors such as achievement motivation and social class identification are related substantially to whether or not a Negro male will seek an occupation which will maintain or enhance his association with the Negro middle class or whether he will select an occupation which will put him into professional and social contact with the broader American society. Whether or not personality is sufficiently related to occupational choice among Negroes, and other groups, to affect educational policy remains to be seen. This study suggests that it is. Further research is clearly indicated by this study, especially research on comparable white samples, to ascertain the generality of the relationships reported here (Littig, 1966).

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Footnotes

1. Social class identification refers to the subject's classification of his family's social class status, not to its actual socio-economic status. There was 77 per cent agreement between the subjects" classification into middle class and working class and white-collar and blue-collar status of subjects' fathers' occupations.

2. Cumulative grade point averages were prepared by the Howard University Office of Recordings.

3. The occupational aspirations reported in this paper refer to the occupations that the subjects expected to have five years after completing their education ("real" occupational aspiration) and the occupation they would most like to have five years following the completion of their education if it were possible to have any job in the world ("ideal" occupational aspiration).

4. One subject indicated that his familiy was upper class and one subject termed his family lower class. These subjects were assigned to middle class and working class groups respectively.

Table 1

Distribution of Motivation Types by Sex of Subject

Motivation Type		Sex	
n Ach	f Fail	Male	Female
High	High	8	12
High	Low	16	7
Low	High	24	7
Low	Low	22	4
Total		70	30

Table 2

Motivational Correlates of Realistic (High Grade Point) and Unrealistic (Low Grade Point) Actual Occupational Aspiration

Motivation		Occupational Aspiration			
		Male		Female	
n Ach	f Fail	Real	Unreal	Real	Unreal
High	High	4	3	9	2
High	Low	8	6	6	1
Low	High	11	13	5	2
Low	Low	14	8	2	2
Total		37	30	22	7

Note.--Grade point averages were not available for three men and one woman.

Table 3

Motivational Correlates of Traditionally Open (TO) and Traditionally Closed (TC) Real and Ideal Occupational Aspirations of Males and Females

		Aspiration							
		Real				Ideal			
Motivation		Male		Female		Male		Female	
n Ach	f Fail	TO	TC	TO	TC	TO	TC	TO	TC
High	High	3	5	9	3	3	5	10	2
High	Low	8	8	3	4	6	10	3	4
Low	High	13	11	6	1	11	13	4	3
Low	Low	12	10	3	1	10	12	3	1

Note.--There is no significant relationship with motivation.

Table 4

Middle (MC) and Working (WC) Class Identification and Real and Ideal Aspirations to Traditionally Open and Closed Occupations

	Occupational Aspiration							
	Real				Ideal			
	Male		Female		Male		Female	
Occupation Traditionally	MC	WC	MC	WC	MC	WC	MC	WC
Open (TO)	19	17	13	8	15	15	12	8
Closed (TC)	10	24	7	2	14	26	8	2
	X^2(1df) =		X^2(1df) =		X^2(1df) =		X^2(1df) =	
	3.93		.02		1.59		.31	
	$p < .05$		$p > .10$		$p > .10$		$p > .10$	

Table 5

Comparison of Middle (MC) and Working (WC) Class Identification Male and Female Real Aspiration

	Identification			
	MC		WC	
Occupation Traditionally	Male	Female	Male	Female
Open (TO)	19	13	17	8
Closed (TC)	10	7	24	2
	X^2(1df) = .01		X^2(1df) = 4.77	
	$p > .10$		$p < .05$	

Table 6

Comparison of Middle (MC) and Working (WC) Class Identification Male and Female Ideal Aspiration

	Identification			
	MC		WC	
Occupation Traditionally	Male	Female	Male	Female
Open (TO)	15	12	15	8
Closed (TC)	14	8	26	2
	X^2(1df) = .33		X^2(1df) = 6.12	
	$p > .10$		$p < .02$	

Table 7

Motivation Correlates of Male and Female Real Success Expectancies

Motivation Type		Success Expectancies					
		Male			Female		
n Ach	f Fail	.00-.30	.31-.70	.71-1.00	.00-.30	.31-.70	.71-1.00
High	High	1	4	3	5	6	1
High	Low	2	6	8	1	2	4
Low	High	2	19	3	1	5	1
Low	Low	2	15	5	0	4	0
Total		7	44	19	7	17	6

Table 8

Motivation Correlates of Male and Female Low (.00-.70) and High (.71-1.00) Real and Ideal Success Expectancies

Motivation Type		Success Expectancies							
		Male				Female			
		Real		Ideal		Real		Ideal	
n Ach	f Fail	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71 1.00
High	High	5	3	6	2	11	1	12	0
High	Low	8	8	11	5	3	4	4	3
Low	High	21	3	22	2	6	1	6	1
Low	Low	17	5	18	4	4	0	4	0
Total		51	19	57	13	24	6	26	4

Table 9

Achievement Motivation Correlates of High and Low Real and Ideal Success Expectancies

Real Success Expectancies

Achievement Motivation	Male		Female	
	.00-.70	.71-1.00	.00-.70	.71-1.00
High	13	11	13	6
Low	38	8	10	1
	X^2(1df) = 6.45		X^2(1df) = .91	
	$p < .02$		$p > .10$	

Ideal Success Expectancies

Achievement Motivation	Male		Female	
	.00-.70	.71-1.00	.00-.70	.71-1.00
High	17	7	16	3
Low	39	7	10	1
	X^2(1df) = 1.92		X^2(1df) = .01	
	$p > .10$		$p > .10$	

Table 10

Achievement Motivation Correlates of High and Low real and Ideal Male Success Expectancies Within Social Class Groups

Real Success Expectancies

Achievement Motivation	Middle Class		Working Class	
	.00-.70	.71-1.00	.00-.70	.71-1.00
High	1	6	12	5
Low	18	4	20	4
	X^2(1df) = 7.76		X^2(1df) = .35	
	$p < .01$		$p > .10$	

Ideal Success Expectancies

Achievement Motivation	Middle Class		Working Class	
	.00-.70	.71-1.00	.00-.70	.71-1.00
High	4	3	13	4
Low	18	4	21	3
	X^2(1df) = .63		X^2(1df) = .25	
	$p > .10$		$p > .10$	

Table 11

Achievement Motivation Correlates of High and Low Real and Ideal Female Success Expectancies Within Social Class Groups

Real Success Expectancies

Achievement Motivation	Middle Class		Working Class	
	.00-.70	.71-1.00	.00-.70	.71-1.00
High	8	4	5	2
Low	8	0	2	1
	X^2(1df) = 1.58		X^2(1df) = .01	
	$p > .10$		$p > .10$	

Ideal Success Expectancies

Achievement Motivation	Middle Class		Working Class	
	.00-.70	.71-1.00	.00-.70	.71-1.00
High	11	1	5	2
Low	8	0	2	1
	X^2(1df) = .01		X^2(1df) = .01	
	$p > .10$		$p > .10$	

Table 12

Achievement Motivation Correlates of High and Low Real and Ideal Male Success Expectancies Within Social Class Groups and Traditionally Open (TO) and Closed (TC) Occupational Categories

Real Success Expectancies

	Middle Class				Working Class			
	TO		TC		TO		TC	
Achievement Motivation	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00
High	0	4	1	2	4	3	8	2
Low	12	3	6	1	8	2	12	2
	$X^2(1df) = 5.59$		$X^2(1df) = .82$		$X^2(1df) = .23$		$X^2(1df) = .01$	
	$p < .02$		$p > .30$		$p > .10$		$p > .10$	

Ideal Success Expectancies

	Middle Class				Working Class			
	TO		TC		TO		TC	
Achievement Motivation	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00
High	2	1	2	2	4	2	9	2
Low	9	3	9	1	9	0	2	3
	$X^2(1df) = .01$		$X^2(1df) = .86$		$X^2(1df) = 1.19$		$X^2(1df) = .01$	
	$p > .10$		$p > .10$		$p > .10$		$p > .10$	

Table 13

Achievement Motivation Correlates of High and Low Real and Ideal Female Success Expectancies Within Social Class Groups and Traditionally Open (TO) and Closed (TC) Occupational Categories

Real Success Expectancies

	Middle Class				Working Class			
	TO		TC		TO		TC	
Achievement Motivation	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00
High	5	2	4	1	4	1	1	1
Low	6	0	2	0	2	1	0	0

Ideal Success Expectancies

	Middle Class				Working Class			
	TO		TC		TO		TC	
Achievement Motivation	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00	.00-.70	.71-1.00
High	8	0	3	1	4	1	1	1
Low	4	0	4	0	2	1	0	0

Note.--None of the relationships is significant.

Appendix I

HOWARD UNIVERSITY

Department of Psychology

TEST OF INSIGHT

This is a test of your understanding of the reasons why people behave as they do. You will be given a characteristic behavior of each of a number of men. Your task is to explain why each man behaves as he does. Read each description and then decide what you think would be the reason why a man does what this man does. Decide what this person is like, what he wants to have or do, and what the results of his behavior are apt to be. If you think of more than one explanation give only the one you think is most likely. Write your answers in the spaces provided.

Name_____
(For research purposes only)

1. Bill always lets the "other fellow" win.

2. Ed feels upset if he hears that anyone is criticizing or blaming him.

3. Fred enjoys organizing groups and committees.

4. Joe is always willing to listen.

5. Frank would rather follow than lead.

6. Tom never joins clubs or social groups.

7. John's friends can always depend on him for a loan.

8. Don is always trying something new.

9. George said, "They probably won't ask me to go with them."

10. Pete said, "I'm pretty sure I can do it."

HOWARD UNIVERSITY

Department of Psychology

QUESTIONNAIRE ON ATTITUDES TOWARD UNIVERSITY COURSE EXAMINATIONS

NAME(Please print)_____

This questionnaire is designed to give you an opportunity to indicate how and what you feel in regard to taking a course examination. One of the main reasons for constructing this questionnaire is the fact that very little is known about people's feelings toward the taking of various kinds of tests. We can assume that people differ in the degree to which they are affected by the fact that they are going to take a test or by the fact that they have taken a test. What we are particularly interested in here is how widely people differ in their opinions of and reactions to taking tests in college.

The value of this questionnaire will in large part depend on how frank you are in stating your opinions, feelings, and attitudes. Needless to say, your answers to the questions will be kept strictly confidential; they will under no circumstances be made known to any instructor or official of the university.

We are asking you to give your name only because it may be necessary for research purposes.

Each of you has had a course examination. We want to know your attitudes and feelings toward taking such a test and not what you think they should be. Please answer the questions in terms of your actual experiences.

For each question there is a line or scale on the ends of which are statements of opposing *feelings or attitudes*. In the *middle* of the line you will find either the word "Midpoint" or a phrase, both of which are intended to reflect a feeling or attitude which is in-between the statements of opposing feeling described above. You are required to put a mark (X) on that point on the line which you think best indicates the strength of your feeling or attitude about the particular question. The midpoint is only for your guidance. Do not hesitate to put a mark on any point on the line as long as that mark reflects the strength of your feeling or attitude.

If you have any questions at this time, please ask them now of the person who has passed out the questionnaire.

THERE ARE NO "CATCH" QUESTIONS IN THE QUESTIONNAIRE. PLEASE READ EACH QUESTION AND EACH SCALE VERY CAREFULLY. THERE IS NO TIME LIMIT.

THE MIDPOINT IS ONLY FOR YOUR GUIDANCE. DO NOT HESITATE TO PUT A MARK (X) ON ANY POINT ON THE LINE AS LONG AS THAT MARK REFLECTS THE STRENGTH OF YOUR FEELING OR ATTITUDE.

The following questions relate to your attitude toward and experiences with the course examination. We refer to major examinations such as midterms or finals, in all courses, not specifically in any one course. Try to represent your usual feelings and attitudes toward these examinations in general, not toward any specific examination you have taken. We realize that the comparative ease or difficulty of a particular course and your attitude toward it and the subject matter of the course may influence your attitude toward the examinations; however, we would like you to try to express your feelings toward course examinations generally. Remember that your answers to these questions will not be available, at any time, to any of your instructors or to any official of the University.

1. How valuable do you think course examinations are in determining what a person knows?

Very valuable	Valuable in some respects and valueless in others	Valueless

2. Do you think that course examinations should be used more widely than at present to classify students?

Should be used less widely	Should be used as at present	Should be used more widely

3. Would you be willing to stake your continuance in college on the results of one yearly examination on the materials you have covered in all your courses during the year?

Very willing	Uncertain	Not willing

THE MIDPOINT IS ONLY FOR YOUR GUIDANCE. DO NOT HESITATE TO PUT A MARK (X) ON ANY POINT ON THE LINE AS LONG AS THE MARK REFLECTS THE STRENGTH OF YOUR FEELING OR ATTITUDE.

THE MIDPOINT IS ONLY FOR YOUR GUIDANCE. DO NOT HESITATE TO PUT A MARK (X) ON ANY POINT ON THE LINE AS LONG AS THAT MARK REFLECTS THE STRENGTH OF YOUR FEELING OR ATTITUDE.

4. Before taking a course examination, to what extent are you aware of an "uneasy feeling"?

Am not aware of it at all	Midpoint	Am very much aware of it

5. When you are taking a course examination, to what extent do you feel your emotional reactions interfere with or lower your performance?

Do not interfere with it at all	Midpoint	Interfere a great deal

6. If you know that you are going to take a course examination, how do you feel beforehand?

Feel very unconfident	Midpoint	Feel very confident

7. After you have taken a course examination, how confident do you feel that you have done your best?

Feel very unconfident	Midpoint	Feel very confident

8. While taking a course examination, to what extent do you experience an accelerated heartbeat?

Heartbeat does not accelerate	Midpoint	Heartbeat noticeably accelerated

THE MIDPOINT IS ONLY FOR YOUR GUIDANCE. DO NOT HESITATE TO PUT A MARK (X) ON ANY POINT ON THE LINE AS LONG AS THAT MARK REFLECTS THE STRENGTH OF YOUR FEELING OR ATTITUDE.

9. Before taking a course examination, to what extent do you experience an accelerated heartbeat?

Heartbeat does not accelerate at all	Midpoint	Heartbeat noticeably accelerated

10. While taking a course examination to what extent do you worry?

Worry a lot	Midpoint	Worry not at all

11. Before taking a course examination to what extent do you worry?

Worry a lot	Midpoint	Worry not at all

12. While taking a course examination to what extent do you perspire?

Never perspire	Midpoint	Perspire a lot

13. Before taking a course examination to what extent do you perspire?

Never perspire	Midpoint	Perspire a lot

14. When, in your opinion, you feel well prepared for a course examination, how do you usually feel just before the examination?

Confident	Midpoint	Anxious

THE MIDPOINT IS ONLY FOR YOUR GUIDANCE. DO NOT HESITATE TO PUT A MARK (X) ON ANY POINT ON THE LINE AS LONG AS THAT MARK REFLECTS THE STRENGTH OF YOUR FEELING OR ATTITUDE

HOWARD UNIVERSITY

Department of Psychology

QUESTIONNAIRE ON VOCATIONAL GOALS OF UNIVERSITY STUDENTS

Your cooperation is being asked in a study of the kinds of occupations University students look forward to achieving upon leaving. Your answers to these questions will be kept strictly confidential and will not be made available to any official of the University. We are asking for this information for research purposes only.

1. Name_____

2. Identification Number_____

3. Class: Freshman_____Sophomore_____Junior_____Senior_____

4. Birthdate: Year_____Month_____Day_____

5. Major field_____

6. Year you expect to graduate_____

7. Do you plan to go on to graduate or professional school?

   Yes_____No_____

   (If yes) What degree do you plan to study for?_____

8. <u>One year</u> after completing your education, what job do you expect to have? Please be specific.

   _____

9. <u>Five years</u> after completing your education, what job do you plan to have? Please be specific.

   _____

10. On the line below please put a mark (X) at the point which best indicates what you think your chances are of having that job <u>five years</u> from now.

Absolutely certain I will have it 100% chance	A 50% chance I will have it	Absolutely certain I will not have it. 0% chance

11. How much effort do you feel you are putting into achieving the job you plan to have five years from now? Place a mark on the line.

A very great effort	Midpoint	No effort at all

12. If it were possible for you to have ANY job in the world, what job would you choose one year after completing your education? (Note: this could be the job you expect to have or any other job. What we would like to know is what your "dream job" is. Please be specific).

_____

13. What job would you most like to have five years after completing your education if it were possible for you to have any job in the world?

_____

14. On the line below please put a mark (X) at the point which best indicates what you think your chances are of having your "dream job" five years from now?

Absolutely certain I will have it. 100% chance.	A 50% chance I will have it	Absolutely certain I will not have it. 0% chance.

15. How much effort do you feel you are putting into achieving your "dream job" five years from now. Place a mark on the line.

A very great effort	Midpoint	No effort at all

16. What would you say is the most important factor which would prevent you from achieving your "dream job?"

_____

17. What do you expect your annual income will be during your first year after completing your education?

_____

18. What do you expect your annual income will be during your fifth year after completing your education?

_____

19. What is your father's occupation? Please be specific, describe what he does if necessary.

_____

20. What is your mother's occupation? Please be specific.

_____

21. What is your parents' annual income?

_____

22. What is your hometown?

City_____State (or foreign country)_____

23. What is your grade point average?_____(guess, if necessary)

24. What grade do you expect to achieve in this course?_____

25. What grade would you "settle for" in this course if you could be excused from the final examination?_____

26. Which of the following terms best describes your family (Please check)

Upper Class_____
Middle Class_____
Working Class_____
Lower Class_____

27. Are your parents married_____, separated_____, divorced_____,

other_____?
(Explain)